

## Stuart Dent Case Study

# TRANSITION SERVICES: IEP REQUIREMENTS

**Student Name:** *Stuart Dent*

Transition services must begin no later than the first IEP to be in effect when the child is 16 (or younger if determined appropriate by the IEP team) and updated annually thereafter. Transition services must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; the transition services (including courses of study) need to assist the child in reaching those goals.

## ASSESSMENTS

**Training:** ASVAB, ASSET, RHS Website Committee Teacher Report, RHS Yearbook Committee Teacher Report, CTE Computer teacher report, Art teacher report, Transition Planning Interview (TPI), Parent and Student Reports, Summary of Course of Study and Coordinated Activities

**Education:** Art teacher report, Report Cards, Progress Reports, Yearbook Facilitator Report, Football Coach Interview, TPI, ASSET, ASVAB, Parent Report, Student Report, Summary of Course of Study and Coordinated Activities, updates on AZCIS

**Employment:** Art teacher report, updates on AZCIS: Accessing the Future, Career Pathways Self Inventory, Parent report, Student Interview, ASVAB, Yearbook Teacher Report, TPI, Summary of Course of Study and Coordinated Activities, Football Coach

**Independent Living Skills:** (If "yes," list assessment(s) used that supports the decision to include independent living.)

*Considered but not needed*

**Other:** Relatives Report (Uncle) -Transition Planning Interview;

## STUDENT STRENGTHS, PREFERENCES, AND INTERESTS

Information about the student's strengths, preferences, and interests were provided by:

☒ Student ☒ Parent(s) and/or Family Members ☒ School Staff

☐ Service Agency ( ) ☐ Other ( )

*Stu completed 3 of 4 activities last year and all his coursework received a B or better indicating strengths related to MPGs. Stu's ASVAB; AFQT score of 80 is an indication that he could do well in the field of computer graphic design. Based on Stu's COMPASS results attending a community college to get an associate's degree in Digital Arts with only remedial math classes needed is supported. His AZCIS portfolio updates identified Retail Graphics Arts as the Post secondary Employment goal. His Football Coach indicated he created the logo for a letterhead.*

## POSTSECONDARY GOALS

☒ Training/Education

☒ Employment

☐ Independent Living

**Employment:** *After graduation, Stu will work full time as a displays designer for ABC Department Store.*

**Education:** *After graduation, Stu will enroll full time at Fredonia Junior college to complete training in Graphic Arts and obtain an Associate Degree.*

## Statement of Transfer of Rights at the Age of Majority §300.520

Beginning not later than one year before the child reaches the age of majority (age 18 in Arizona), the child and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a child with a disability whose rights remain with a court-appointed guardian).

Yes, Date: ☒ *March 18, 20??* (by the 17<sup>th</sup> Birthday)

Guardianship legally held by other ☐ \_\_\_\_\_

## Transition Services Activities

Transition Area	Transition Activity/Strategy	Person and/or Agency Responsible	Start Date	End Date
Education/ Instruction	<i>Considered but not needed at this time.</i>			
Community Experience	<i>Stu will make contact with the Disability Services office at Fredonia Community College. (FCC) Stu will complete two displays for his church.</i>	<i>School and Stu's mother, FCC-DSR Su., church and parents</i>	August 2014	May 2017
Employment	<i>Resume preparation, mock interviewing practice, research for ABC Department Store, work with school job developer to seek part-time job in ABC Department Store.</i>	<i>School, job developer, parents and Stu</i>	January 2014	May 2018
Adult Living	<i>School web design committee activities, yearbook committee activities (classroom, campus events during and after school). Seek eligibility for RSA as a senior.</i>	<i>Student, parents, sponsors  Student, parents</i>	August 2014  Aug 2016	May 2015  Aug 2017
Daily Living Skills	<i>No needs in this area.</i>			
Functional/ Vocational	<i>Maintain a daily planner for time management. Retake the ASVAB, ASSET, and updates to AZCIS.</i>	<i>Stu, his mother, and resource teacher</i>	August 2014	May 2018
Related Services	<i>No needs in this area.</i>			
Other	<i>Stu will contact the school counselor to complete information for scholarships and admittance to Fredonia Junior College.</i>	<i>Stu with teacher assistance and school counselor</i>	August 2016	May 2018

## COURSES OF STUDY

	School Year: 14–15	School Year: 15–16	School Year: 16–17	School Year: 17–18
<b>Language Arts</b>	English I	English II (completing résumé and applications)	English III	English IV
<b>Math</b>	Pre-Algebra	Algebra I-A	Algebra I-B	Geometry
<b>Science/ Foreign Language</b>	Earth Science	Biology	Physical Science	Advance Computer Applications
<b>Social Studies/ Humanities</b>	US History	World History	Careers Class	World Geography
<b>Health &amp; PE/ Elective</b>	Health & PE	Photography	Journalism	Senior Internship Program
<b>Elective</b>	Art I	Art II	Art III	Art IV
<b>Elective</b>	Intro to Computers	Computer Applications I	Computer Applications II	

## ADDITIONAL EDUCATIONAL OPPORTUNITIES

*14–15 Stu will complete three graphic display projects for a department store in Intro to Computers.*

*15–16 Stu will complete résumé writing in English II*

*16-17 In Careers Class Stu's project will be focused on graphics arts and creating displays*

*17-18 In the Senior Internship Program, he will intern in a photography studio (off campus) and receive studio work experience.*